RUTLAND HERALD.

"Here comes the 'Herald' of a noisy world, with news from all Nations."

VOL. XLV. RUTLAND, TUESDAY, FEBRUARY 5, 1839. NUMBER 7

WHITE, EVERSON & Co.
Publishers.

TERMS OF THIS PAPER.

☞ To subscribers in the village $2.00. Mail subscribers $2.00, or $1.75 in advance.

Clubs who take their papers at the Office $1.75 or $1.50 in advance. Individual subscribers who take their papers at the Office, the same.

Subscribers to whom papers are sent in packages by stage the same.

Subscribers on the Southern and Southern Post Route, to whom papers are delivered by our carrier, at their door, $2.00. To those living off the route either in packages or single $1.75. A discount of 25 cts. will be made to each subscriber who pays in advance. [No one is authorized to make a different bargain on this route, but the publisher — and unless our Whig friends on it are willing to comply with these terms, and pay promptly, the publisher will be obliged to withdraw his carrier from the route, and they will have to go without the news, or come to the office for it.]

☞ Every person who takes this paper and neglects to pay yearly will be charged 25cts. in addition to the above terms.

No paper is discontinued until all arrearages are paid, without the publisher is convinced that they never will be paid.

☞ To Advertising customers, such as Merchants, Mechanics, &c. the publisher would suggest that they have an additional inducement to favor him with their custom from every part of the County as his circulation is now very large and general throughout the County.

POETRY.

From the January Knickerbocker.

A PSALM OF DEATH.

"Dear, beauteous Death! the jewel of the just,
Shining no where but in the dark,
What mysteries do lie beyond thy dust,
Could we outlook that mark!"

HENRY VAUGHAS.

The Reaper and the Flowers.

There is a Reaper whose name is Death,
And with his sickle keen,
He reaps the bearded grain at a breath,
And the flowers that grow between.

'Shall I have naught that is fair,' saith he:
'Have naught but the bearded grain?
'Though the breath of these flowers is sweet to me,
I will give them all back again.'

He gazed at the flowers with tearful eyes,
He kissed their drooping leaves;
It was for the Lord of Paradise
He bound them in his sheaves.

'My Lord has need of these flowerets gay,'
The Reaper said, and smiled,
'Dear tokens of the earth are they,
Where he was once a child.'

'They shall all bloom in fields of light,
Transplanted by my care,
And saints upon their garments white
These sacred blossoms wear.'

And the mother gave in tears and pain,
The flowers she most did love;
But she knew she should find them all again,
In the fields of light above.

O, not in cruelty, not in wrath,
The Reaper came that day;
'Twas an angel visited the green earth,
And took the flowers away.

MISCELLANY.

Correspondence of the Chicago Democrat.

A SIOUX GIRL BURNT BY THE PAWNEES.

Council Bluffs, Oct. 15, 1838.

The Sioux and Pawnees, only 160 miles from here, are in constant hostility. This war has continued for about 200 years: so the Indians here say. The Pawnees, in a war expedition into the Sioux country last Febuary, took prisoner a Sioux girl only 14 years old, whom they kept about two months, until corn planting and fattened her as they would a hog. They then determined to make a sacrifice of her. This they kept to themselves.—Two days before the sacrifice, a council of eighty of the warriors and head men of the nation met to see whether they would accept the offers of two traders of the American Fur Company, who offered them valuable presents if they would release her to them, so that they might let her return home. But all would not do. A majority of the council was for a sacrifice, of course those in favor of her release could do nothing. At the breaking up of the council, the prisoner was brought out and accompanied by the whole council, was led from house to house; when they gave her a small billet of wood and a little paint which she handed to the warrior next her, and he passed it on to the next, until every wigwam had contributed some wood and paint. On the 22d of April she was led out to be sacrificed, but not until she came upon the ground did she conjecture her fate. They had chosen the place between two trees which grew within five feet of each other. They then made her ascend the three bars tied across from tree to tree, her feet resting on the bars below, where a slow fire kindled beneath would just reach her feet. Two warriors then mounted the bars, and there, standing one on each side of her, held fire under her armpits until she was almost dead. Then at a given signal they all shot arrows into her body so thick that hardly a pin could be placed between them. The arrows were immediately taken from her flesh, and it was all cut off from her bones in pieces not larger than half a dollar, and put in baskets. All this was done before she was quite dead. Then the principal chief took a piece of the flesh and squeezed it until a drop of blood fell upon the corn that was just planted, and this was done to all they had in the ground.

From the Raleigh, N. C. Register.

HENRY CLAY.

We take great pleasure in stating that a free and unreserved interchange of sentiment with the members of the Legislature justifies us in stating that there is not a whig in that body who does not warmly espouse the cause of Mr Clay for the Presidency, in preference to any other candidate. It is not party attachment alone that his friends feel for him, but an attachment that springs from the best feelings of the heart, the strongest and most enthusiastic that can rule there. And why is this? Because his singleness of character, his unassuming and frank deportment, the grandeur (if we may be allowed the expression) of his patriotism, the purity of his principles, and his unfaltering courage in proclaiming them, endear him to all generous men. Slander and calumny have assailed him, but he has out lived all, and no man now exists in America more influential in the National Councils, or more ardently beloved by those who know him. The appellation of an American Statesman, in its broadest and most elevated definition, belongs to him. For about 35 years he has occupied a conspicuous position in the public eye, taking an active part in all the great measures which have distinguished our legislation, fixing the public gaze, and commanding applause for his eloquence and magnanimity, and his total disregard of self-interest.

[We have understood, that the Whig members of the N. C. Legislature preferred this way of submitting their preferences to a National Convention.]—*Con. Courant.*

Mr Atherton, who introduced the gag resolutions in Congress, is a resident of Nashua, N. H. We learn from the Lowell Courier, that at a Whig Caucus, which was held in at Nashua, the following resolution, offered by Col Wm Boardman, was adopted:

"Resolved, That when a loco foco democrat, of mushroom growth, is used by Southern nabobs, as a tool to gag Northern freemen, ae the Whigs of Nashua, would seriously and religiously recommend to his constituents, that he be advised to embark with the next floating sub-treasurer, for some monarchical clime, and an honest farmer, of the *old democratic school* be elected to fill the vacancy."

The Freshet at Troy, N. Y.

The Troy Whig of the 29th ult, gives some interesting particulars of the effects of the late thaw in that place. It says it produced one of the most destructive freshets known there since 1818.

"The ice moved off in front of the city," says the Whig, "about five o'clock in the morning, and having attained unusual strength and thickness, it swept along the wharves with immense force, doing great injury to vessels, canal boats, and water craft of all descriptions moored at the docks, and carrying off great quantities of lumber and other valuable property.

The rise of the river was so rapid and the breaking up of the ice so sudden that, in numerous instances, owners of vessels and occupants of stores had no time to protect and rescue their property from the effects of the flood. Only about 24 hours elapsed between the commencement of the storm, and the movement of the ice—a circumstance unparelleled in the history of the river—and all were more or less taken by surprise and unprepared for the event."

The Whig then goes on to enumerate the loss and damage of vessels of all descriptions—among which are 3 or 4 sloops loaded with flour, provisions &c., several schooners, scows, steam ferry boats, &c., together with a small office of Messrs Grant Coffin and Church, which latter was carried away.

THE FRESHET AT ALBANY.

From the Albany Daily Argus of Monday.

Great Freshet, and extensive loss of property—breaking up of the ice.—Yesterday morning was signalized by an almost unprecedented rise of the water in the river, and the breaking up of the ice.—The warm rain during the day on Saturday, had broken up the Mohawk, and throwing its accumulated water into the Hudson, that river swelled also by the fall of water, it came down, thick and in large masses, sweeping every thing before it, and doing great damage along the Pier, the Wharves the Basin, and indeed all the lower and business part of the city.

The loss and damage so far as known, exclusive of the injury to merchandize, the ware houses on the docks and pier, in Quay, Dean, Market, and the streets crossing them, must have been very extensive—the basement and first, and even second floors of many buildings, particularly on the Pier and Quay street, and the cellars throughout the lower part of the city, being deluged with water, and so suddenly as to prevent the removal of but a small part of their contents. Much of the lumber on the docks—and there were immense quantities of it—was swept down stream, with some of the river craft moored outside. Among the latter were two sloops, one, if not both of them known to have part of their crew on board.

Many frame buildings more particularly exposed to the fury of the current and the floating ice, were started from their foundations, and partly carried away.

But the greatest disaster, the particulars of which have come to us, is the injury of the steamboat *North America*, well known as one of the largest, most commodious and elegant of our river boats. She was moored immediately below the pier, and crushed by the heavy masses of ice, filled and was then swept down the river, with what fate is not known. This boat, renewed and admirably fitted up during the last season, cost the proprietors $90,000.

We learn, also, that both the steam ferry boats at the lower ferry, were much injured, and that one if not both went down stream with the rest.

The water was scarcely ever higher in the city, than on this occasion. The Eagle Tavern, Columbian, Fort Orange Hotel &c. &c. were literally insulated, and were only approached with boats.—The water came up State street to the new Exchange, up Maiden Lane nearly to the front of Stanwix Hall or Market street, and up South Market street within a few rods of the front of the Argus office. All these streets and the intermediate streets to the river, exhibited last night an extended surface of ice, the weather having become suddenly cold again.

Industry and perseverance.—We have the information from undoubted authority, that an individual in Braintree has bottomed during the past year one hundred and fifty pairs of men's thick boots, one hundred and fifty pairs of boy's thick boots, and eighty pairs of men's brogans, read two weekly newspapers, with pamphlets, magazines, etc, besides twenty-one thousand pages of the library. We boldly ask, who has done better?—*Quincy Patriot.*

Mr Calhoun.—'We have received' says the Richmond Whig, 'accounts from Washington, confirmatory of the rumored dissatisfaction of Mr Calhoun with the Administration. That gentleman, it is now confidently asserted is preparing to take another leap. The initiatory steps have been taken. What new position he will assume, we will not undertake to predict.'

New York Military Convention. A Military Convention was held in Albany on the 15th ult, composed of delegates from the several regiments in the State of New York. Several military gentlemen from other states were also present and participated in the business of the Convention—among them we notice the names of Col. Worth, of the U. S. Army, and Capt. Partridge, of Norwich, in this State. It recommended the holding of a National Military Convention in New York, on the 19th day of next June, and State Conventions throughout the Union.—*Vermonter.*

The Unitarian meeting house (Rev Mr Sanger's) in Dover, Mass., was entirely destroyed by fire a few days since. A boy, early in the evening, took some coals from the stove in the meeting house for the purpose of building a fire in the school house near by, and dropping some, caused the destruction of the building.

The Exploring Expedition was at Rio Janeiro on the 1st December, and was to sail in a few days to the southward. The U. S frigate Independence, flag ship of Commodore Nicholson, was also at Rio Janeiro.

Common School Education.

Convention at Washington for the promotion of Education.

"Can any good come out of Nazareth?"—We are glad to notice one movement at the Capitol of the Nation to encourage the hope that among all the bad precepts and examples set at Washington, some good things may yet come therefrom. We notice in the National Intelligencer that, a Great Meeting has been held at Washington lately, with a view of taking into consideration the promotion of Common School Education; one of the grandest objects, in our estimation, that the representatives of a Free People could possibly engage in.—Monarchical governments and Tyrants have their standing armies and their National guards for common defence.—But the best defence of a free People is intelligence. And the road to Intelligence is good common Schools. Neglect these, fellow citizens, and we tell you plainly that you part with the life blood which can only sustain your civil and religious privileges.

At the meeting above alluded to, the Chair was taken by the Hon *Wm. C Johnson*, a member of Congress from Maryland, who briefly addressed the same, stating the object.

Professor Taylor, a man of extensive literary attainments then addressed the assembly with great ability, and at great length. He commenced his remarks by alluding to the system in some foreign countries and in some of the States, a part of which he condemns and some is approved.

EDUCATION.

It can be shown, I believe, that six hundred thousand children, between the ages of five and fifteen years, are now without the means of a common school education in the United States. There are many who possess, but do not use the means.

And now the question occurs, what ought to be done for the general education of this great and free People? How shall we secure to every child in the United States that education which is fitting and necessary for freemen? I answer first, that no system can be adequate to this end but a common-school system. We must carry the blessings of knowledge to the door of every man. We must make the means of education so cheap that the People every where can support the burden. This we may do by a good common-school system; we can do it by no other means. But in what does the best system of common schools consist? That is a question which I cannot answer. I must leave it to others wiser than myself. I can make known some facts within my knowledge; I leave it to others to draw their inferences.

And here let us look for a moment at the importance of common schools. What are they? They are the people's college. They are the sun of the People's mind.—They are the lamps of freedom. I have in my possession statistical tables which I am ready to exhibit to any gentleman feeling an interest it the subject. I have obtained them by years of travelling and of study. I will state to you some of their results in a word or two. It is a fact that nineteen out of every twenty persons in these United States are educated in common schools alone. But one out of twenty goes higher. Not one out of twenty ever enters either academy or college.

This fact, in itself, tells us, at once, that as is the common school so is the education of the American People.—Yes; the education of this nation is that, and that only, which the common schools are prepared to give. How many, even in this audience, ever received more? You may have educated yourselves after you left those schools; but did not even this depend on the education you there received?

Look now at the connection between common schools and colleges. Many of the Presidents and Professors in our colleges have said to me, Why do you plead the cause of common-school education only? Why not aid us? Why not advocate the college? and the academy? My answer has been: "Make the common schools good, and they will take care of all that is above them." If children in the common schools imbibe the love of letters, their studies will be their delight. If the common school does for them what it ought to do, they will of themselves seek the academy and the college. But let them in the common school learn to hate knowledge; let them associate it with all that is odious and repulsive, they will fly from the college and the academy, and consider their walls but a dungeon. Colleges always flourish where the schools are what they should be. The common school is the foundation on which they rest; and they can have no other.

Let us now look at the connection between common schools and self-education. Self education, I freely admit is the best education; but unless the school gives you something to start with, you can never educate yourselves; if it does, you may.

Again: observe the connection of good common schools with the benevolent institutions of the country. The American Bible Society some years since adopted the resolution to supply every child in the United States with a copy of the Bible. It was a noble resolution. But there was another resolution which should have come first; and that is, to see that every child in the United States can read the Bible when he gets it. How many thousands of tracts and of bibles and religious publications are given every year to those who cannot read? Some can pronounce the easier words, perhaps; or even all the words and what then? Mere mechanical pronunciation of words is not reading. To the mind it is little better than so much whistling.

Take the connection of common schools with the Temperance Society. Man will seek happiness; it is his nature; the ordinance of his Maker. But if his mind has no higher grasp than to the indulgence of his mere sensual appetite, where can he go? He must go to the tippling shop. Give him moral and intellectual pleasures and you open to him other and new resources. I therefore hold that the temperence pledge, which is often urged with little consideration, should always be accompanied with moral and mental light. Otherwise, operative as the pledge may be, appetite will sooner or later prove too strong for it. It is in common schools that this light is shed.

Look, once more, at the connection of common schools with social order and prosperity. The educated man and the educated lady have other sources of enjoyment and other subjects of conversation than their neighbor's character; but leave the mind empty, and frivolous gossiping and tea table chat will be the amusement of their leisure hours. There is nothing we hold dear to our hearts but it is connected more or less directly with our schools. You may pile all your hill tops with magnificent architecture, but let the plain brick school house go down, and very soon all your columns and your domes will tumble with it into ruin. What is the true foundation of this magnificent temple of freedom in which we are assembled? It is the common school. If we would have the one stand firm, we must build the other deep and sure. To neglect common schools is as bad as to destroy; nay, it is even worse: for mal-information is worse than no information—just as hunger is preferable to poisoned food.

I need not touch on the connection of schools with the press—it is too obvious for illustration. The press is much lauded as the palladium of liberty: and so, under proper circumstances, it is, but, unless the People have intelligence to detect its errors, and are virtuous enough to check its corruption, the press is a public curse.

Observe, further, the connection between ignorance and crime: and the relation of both to the prevalence of good schools in a community. It may be laid down as a sound general maxim that an uneducated mind is educated vice.—Man is the proper subject of education—he must be educated. There seems to be a divine alchymy in education, which turns all baser metals into gold. When the first rays of the morning fell on the Statue of Memnon, it uttered music; so it is only when the rays of education fall upon the mind that it discourses heavenly harmony; before, all was the thick darkness of barbarism.

Dr. Johnson was once asked, "Who is the most unhappy man?" He answered, the man that cannot read on a rainy day. A man cannot fulfil the object of his being unless his mind is opened by cultivation; uneducated, the more mind he has the more miserable he will be, and it is easy, almost inevitable, for him to slide into crime.

I was once travelling through a magnificent park, and observed sticking up on the trees, here and there, a printed notice signifying that "all dogs entering those grounds would be shot." My friend who was with me remarked, "Unless dogs can read they are pretty badly off here." So the Creator has written his laws on the face of these arching heavens, and over all the surface of this green earth; but, unless men can read them, they are pretty badly off—worse off, in fact, than the dogs; Americans have no masters. It is cheaper for any community to educate the infant mind than to support the aged criminal. Send that man of splendid intellect—a man who could condense the wisdom of whole volumes into a sentence—I mean Edmund Burke—"The cheapest defence of nations is education." If you will give your pence to common schools, it will save your pounds from being laid out on Bridewells and jails. Nay, those structures will become useless, and you may write over their doors, "To let."

But I presume there is not an individual here present who is not prepared to admit that the common schools of this country need to be improved, and that they are in too low a condition for a land of free institutions like ours—What are the causes of this unhappy state of things? I will notice a few of them.

And one of the first is to be found in the fact that the prominent members of society, men of wealth and character and influence, do not send their children to our common schools at all; and hence these institutions are left wholly in the hands of a different order of persons; persons in general who are criminally careless and indifferent to the whole subject of education. It is this description of people who are thus left to select the teacher, to countenance and to reward him. The leading men in society seem to abandon the common school as a necessary evil, an outlet for the public treasury. Hence it is generally those who are esteemed by such men the refuse of society, whose children go there. The men of high standing have too much business to spare an hour to look after schools, just as if the security both of their persons and their property did not lie in the intelligence and virtue of those around them. They will admit this as an abstract truth; and yet, when the practical application comes, they will, in some cases, even refuse to be taxed for the support of common schools. Let me say of taxes raised for purposes of public education, that they are like vapors which rise only to descend again in fertilizing showers, to bless and beautify the earth beneath. He gives doubly who pours out his wealth for the education of the children of a free people. In this country the real patriot is known by the interest he takes in the prosperity of his country's common schools. He is, in effect, the greatest patriot who educates, in the best manner, the most children. That is the most patriotic legislature which is the most munificent in providing the best means of mental improvement for the community. And he is the wisest lawgiver who lays this foundation of the national character the broadest and the deepest.

Some men, indeed, tell us, "You never can educate the great mass of any community; there is in every society a class of persons who were not born to be educated."—What! do these men suppose that God has made two distinct classes of men? that the rich were to have good instruction at private schools, but the poor to have common school education, or no education at all? That is the notion with which the rich man pushes the head of his child in the very face of sending him to a private school? the young patrician soon learns to think that common schools are only for the children of the poor. We utterly repudiate as unworthy, not of freemen only, but of men, the narrow notion that there is to be an education for the poor as such. Has God provided for the poor a coarser earth, a thinner air, a paler sky? Does not the glorious sun pour down his glorious floods as cheerily upon the poor man's hovel as upon the rich man's palace? Have not the cotter's children as keen a sense of all the freshness, verdure, fragrance, and melody of luxuriant Nature, as the pale sons of kings? Or is it on the mind that God has stamped the imprint of a baser birth, so that the poor man's child knows, with an inborn certainty, that his lot is to crawl, not to climb? It is not so. God has not done it. Man cannot do it. Mind is immortal. Mind is imperial. It bears no mark of high or low, of rich or poor. It heeds no bounds of time or place, or rank or circumstance. It asks for freedom. It requires but light. It is heaven-born, and it aspires to heaven. Weakness does not enfeeble it; poverty cannot repress it. Difficulties do but stimulate its vigor. And the poor tallow-chandler's son, that sits up all the night to read the book which an apprentice lends him, lest the master's eye should miss it in the morning, shall stand and treat with kings, shall bind the lightning with a hempen cord, and bring it harmless from the skies. The common school is common, not as inferior, not as the school for poor men's children, but as the light and air are common. It ought to be the best school, because it is the first school.

The next cause I shall notice of the depressed state of our common school education is the slothful reliance which prevails on the sufficiency of the public school fund.—When I have said to leading men in different portions of this country, "Come, let us go and look at the common school, and examine a little into its condition," they have replied to me, "Why! is there not a large school fund provided by the State expressly that we may have a good school system?" Such a reply reminds me of what a boy once said who lived as an apprentice under the old form of indentures; which provided that the apprentice should work but nine months of the year, and should have the remaining three months to go to school. The boy was observed in neglect attending the school teacher, and, being remonstrated with about it, replied, "Why my master is *bound* to give me my schooling; he must do it; and I am not going to the school house for it." So these men say of the school fund; it is given to provide a good school system, and it must do it; and so they never look how it is applied. But let all such reasoners know that a good system of education is the result of personal effort and personal sacrifice, and without much of both it is vain to be had, let the law provide what it will. The best system in the world may be provided, but it will effect little unless the community co-operate with the law.

There is another cause. This, as we all know, is a day of physical enjoyment. Henry the Fourth said he should die satisfied if he could see every peasant in France with a chicken in his pot. We, it seems, shall be satisfied when we can travel at the rate of twenty miles an hour. The great strife among us seems to be how each man may empty as many pockets as possible into his own. This is natural where worth means wealth, and wisdom the art of getting it.

Another cause is to be found in the fact that the teachers of our schools are not in general qualified for the task. Of the 80,000 common school teachers, to whom the youth of the United States are entrusted, how many are prepared to form their mind and character? Do they make teaching a profession? Have they ever studied the structure and the laws of the infant mind? Do they love their business? Remember these eighty thousand teachers are fashioning the mind and thoughts of upwards of four millions of citizen kings. We hear much about the influence of party—much of the influence of the press—much of that of the priesthood; but all these, put together, are as nothing when compared to the influence of these eighty thousand men over these four millions of citizen kings. Who has estimated it? Who watches over it? Who controls it? Who strives to make it pure and holy? Prussia has forty-seven Normen schools. How many have we? When professor Grayson, that benevolent man and practical philanthropher, visited the establishment of Fellenberg, three hundred young men were earnestly listening to a lecture from Vallerie, one of his assistants. Said Fellenbergh, "Do you see those young men? they are all teachers. If I do but pursue the right course in education, I shall revolutionize Switzerland." What are we doing with this mighty engine? Teachers should constitute a distinct profession of men, just as lawyers or physicians do; and the profession ought to be held in the highest respect—certainly as much respected as either of the others. What a model of a man ought he to be who is to give character to the minds of our children. It is from him that that influence emanates which is to form and to direct their habits of thinking. The children are [illegible] him for years. To him they look up—on him [illegible] gaze. He is their model—their oracle. [illegible] whatever he may be, that he stamps on [illegible] the image of the reigning king on the [illegible] kingdom.—What, then, should